

**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**

COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021**Pathway 3: January 1, 2019 - June 30, 2020**☒ Pre-award costs are not permitted.**Required Attachments**

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant InformationOrganization **The University of Texas at San Antonio** CDN ☐ Vendor ID **3743743743900** ESC ☐ DUNS **800189185**Address **One UTSA Circle** City **San Antonio** ZIP **78249-164** Phone **210-458-6170**Primary Contact **Dr. Lorena Claeys** Email **lorena.claeys@utsa.edu** Phone **210-458-6172**Secondary Contact **Jennifer Silver** Email **Jennifer.Silver@utsa.edu** Phone **210-458-4234****Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Jennifer Silver** Title **Director, Research Service Center-ABE**Email **Jennifer.Silver@utsa.edu** Phone **210-458-4234**Signature **Jennifer Silver, CRA** Digitally signed by Jennifer Silver, CRA
Date: 2018.11.12 14:08:07 -06'00'

Date

Grant Writer Name **Lorena Claeys**Signature **Lorena.Claeys** Digitally signed by Lorena Claeys
Date: 2018.11.12 13:59:29 -06'00'

Date

☒ Grant writer is an employee of the applicant organization.☐ Grant writer is not an employee of the applicant organization.RFA # **701-18-106** SAS # **277-19****2019-2021 Grown Your Own Grant Program, Cycle 2**

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701-18-106-063

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
In the current academic year 2018-19, SAISD teachers Hispanic representation is 67% while Hispanic students make up 91% of the SAISD student body. SAISD must increase the number of Hispanic teachers to reflect the student population.	Increase the diversity of the teacher workforce by recruiting and preparing 10 diverse, well-qualified teacher candidates that are reflective of SAISD students to complete a year-long (residency) clinical teacher experience and be hired to work in the district for 3 years.
From 2018 to 2021, Washington-Irving and Mark Twain Dual Language Academies will be expanding and will need to hire 25 new bilingual teachers, who are prepared to work in enriching, 100% Dual Language dedicated campuses.	Increase and support bilingual teachers' capacity to work with the bilingual/English learner population by engaging 10 teacher candidates, 10 master teachers, and 1 Assistant Professor in Practice in a year-long residency program with a focus on coursework and on-going embedded professional development within a professional learning community.
In the fall 2018, 50% of SAISD bilingual teachers reported feeling unprepared to deliver instruction in SAISD's Dual Language program.	Work collaboratively with SAISD master teachers to co-construct and implement an induction (mentoring and coaching) support system at the 2 campuses that will develop and retain 10 clinical teachers in a dual language program.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Increase the diverse workforce of well-prepared bilingual educators in San Antonio Independent School District (SAISD) by preparing, supporting, and retaining a diverse cohort of 10 highly effective teachers who are culturally efficacious to work with ethnically and linguistically diverse student populations by June 30, 2020:

- Engage 10 teacher candidates in a residency program to complete one year clinical teaching assignment during the 2019-2020 school year and earn certification in EC-6 Course Subjects with Bilingual Supplemental by June 30, 2020.
- SAISD will employ 10 participating CT as teachers of record in the 2020-2021 school year to teach in their district for a minimum of three years in the district.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

First Quarter: July 2019

Benchmark 1.1. Recruit and enroll a cohort of 10 senior level teacher candidates in the yearlong clinical teaching experience. Benchmark 1.2. 10 clinical teachers will sign a memorandum of understanding to commit to work within the district at least for three years. Benchmark 1.2. The demographic makeup of the cohort will reflect the demographic makeup of the district student population. Benchmark 1.3. Participants will complete the 2019 Summer Bridging Institute. Benchmark 1.4. Participants will be employed by the district as clinical teacher interns and will be assigned to a dual language campus. Benchmark 1.5. District will identify and assign master teachers to clinical teachers. Benchmark 1.6. Advisory board will be formed to meet, review, and provide feedback on benchmarks, project implementation, and evaluation.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Second Quarter: November 2019

Benchmark 2.1. 10 participants (100%) will be prepared to take the Pedagogy and Professional Responsibilities (PPR) exam. Benchmark 2.2. Assistant Professor in Practice (APiP) has completed 6 observations. Benchmark 2.3. 100% of participants will participate in STEMsation (one day Professional institute). Benchmark 2.4. 100% of participants will have participated in 3 Strength-based-Problem Solving sessions. Benchmark 2.5. Advisory board will meet, review program implementation, and evaluation data to make the necessary program recommendations for improvement.

Third-Quarter Benchmark

Third Quarter: March 2020

Benchmark 3.1. 100% of participants will complete TEA-developed survey. Benchmark 3.2. 85% of participants will report that the mentoring and transition guidance they received helped them succeed in the classroom. Benchmark 3.3. 85% of campus principals, master teachers, and field supervisors will complete TEA-developed surveys. Benchmark 3.4. Advisory board will meet, review program implementation, and evaluation data, to make recommendations to improve the program as necessary. Benchmark 3.5. APiP will complete 6 observations. Benchmark 3.6. 100% of participants will complete 3 Strength-based-Problem Solving sessions. Benchmark 3.7. 85% of clinical teachers will be rated as "proficient" or higher during their residency years on the UTSA's Clinical Teacher Evaluation and Support System (C-TESS). Benchmark 3.8 Project participants will demonstrate culturally efficaciousness on a continuum on the ATE Culturally Efficacious Observation protocol.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Quantitative and qualitative data will be collected to assess project effectiveness and modify program activities. Quantitative evaluation methods will include pre, during, and post-intervention assessments. Participants will complete a series of pre and post assessment surveys to measure their feelings of efficacy in the classroom. Qualitative evaluation methods will include open-ended questions, interviews, and critical reflections of participants, cooperating teachers, school leadership, and program staff. Additional qualitative data will be gathered from the ongoing classroom observations and student work and performance.

An advisory board will be formed with key personnel including the district bilingual/dual language director, campus principals, and UTSA faculty and project staff. Quarterly meetings will be held to assess the impact and efficacy of the activities evaluating the progress toward achieving the benchmarks and summative SMART goal. Evaluation data will guide the board's recommendations for project modifications and fidelity of program implementation.

SAISD and COEHD have partnered in co-designing and implementing a Residency 2.0 teacher preparation program that is currently implemented at two campuses in the district. However, the current Residency 2.0 effort has focused on ESL and secondary clinical teachers. This grant will provide the opportunity to expand the program and address the need for well-prepared bilingual teachers through the Residence 2.0 program at two elementary schools: Mark Twain and Washington-Irving Dual Language Academies. These two campuses will serve as residency campuses where clinical teachers can be immersed in a dual language setting and increase their skills to work with English learners. The advisory board will review the evaluation data to inform the development of a Bilingual Residency 2.0 model that can be replicated throughout the district. Employing a shared responsibility approach, UTSA and SAISD will work collaboratively to sustain and scale-up the project. UTSA key personnel will work with Dr. Margo DelliCarpini, Dean of COEHD and Dr. Belinda B. Flores, Associate Dean of Professional Preparation, Assessment, and Accreditation, and Raitza Garcia, Assistant Director for Development, to secure funding to sustain project activities and identify corporations and foundations willing to invest and support the program beyond the life of the grant. SAISD will also utilize Innovation Zone SB 1882 partnerships to support clinical internships. They will also explore the possibility of providing funding for Instructional Assistant positions with Clinical Teaching Interns as a cost neutral pipeline for teaching talent.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☐ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☐ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☐ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☐ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☒ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☒ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☒ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☒ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY THREE: Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.

UTSA-SAISD Teacher Residency 2.0 program will be expanded to create a pipeline of a diverse cohort of teacher candidates prepared to work with diverse learners enrolled in the bilingual program at SAISD. Clinical Teachers will complete a year-long clinical teaching residency, thereby increasing their experience working with bilingual student populations. Once the Clinical Teachers have received their TEA certification in EC-6 core-subjects with bilingual supplemental, they will be hired in the district for at least 3 years.

Recruitment and Selection. Applicants for the program will be recruited from the undergraduate program at UTSA during the spring 2019 semester and must demonstrate a strong academic record with a history of achievement. The following requirements must be met: a) cumulative grade point average of 3.0 on the last 60 semester hours or better; b) attempted TExEs review sessions and practice tests; c) have a clear background check; and d) be eligible for field-based and clinical teaching. The applicants must also demonstrate a commitment to work in traditionally underserved schools with a diverse student population. The identification and selection process will include: an online application, essays, including their teaching interest areas, involvement with diverse populations, and interviews with UTSA and district project personnel. Project faculty and staff will interview candidates on their commitment for serving diverse populations, and future educational and professional goals. The selected cohort will reflect student demographics of the partner district. Once a clinical teacher is accepted into the program, they will sign a Memorandum of Understanding (MOU) agreeing to the program requirements that will include completion of the preparation requirements and the commitment to teach in SAISD for three years after completing their resident internship.

Preparation. The clinical teachers will participate in professional development through the district and the Academy for Teacher Excellence (ATE) at UTSA. Sessions will address challenges of a culturally and linguistically diverse classroom, such as, knowing how to implement culturally relevant bilingual pedagogy, providing comprehensible academic input and integrating funds of knowledge into the curriculum. Other topics will include effective alignment of the Texas Essential Knowledge and Skills (TEKS) continuum across the curriculum, preparation for the TExES exams, and in depth sessions on specific instruction in biliteracy, science, technology, social studies, and mathematics for English learners. Clinical teachers will be engaged in critical dialogue and reflection through the online eCommunity of Practice (eCofP) as part of their preparation and ongoing support system. The eCofP will allow residents to access online modules, professional development resources, instructional materials, in addition to the opportunity to network with other project participants to receive and provide peer-support anytime and anywhere.

Support. SAISD and UTSA will partner to provide ongoing support to clinical teachers during their year-long clinical teaching experience, and the district will continue providing induction support during the participants' novice years. Clinical teachers will be employed at one of the partner schools for a full academic school year and will receive the necessary support to complete their certification requirements as they fulfill their clinically enriched employment responsibilities. The clinical teachers will be assigned to work with a campus based master teacher and a UTSA APiP. The clinical teachers, APiP, and master teachers will form a professional learning community that collaborates and supports each other. The APiP and master teachers will partner to provide induction support by modeling effective practices, co-teaching with the clinical teachers, and providing guidance as needed. Residents will also receive Career Transition Guidance (CTG) three times each semester using the strengths-based LIBRE Model Stick Figure (Guerra, 2006; 2007; 2009b; 2015) which focuses on processing challenges and becoming self-regulated critical thinkers in and out of the classroom (Guerra, 2009b). The CTG will provide individualized personal and psychosocial support to clinical teachers as they navigate their transition (Guerra, 2009a; Guerra, Flores, & Claeys, 2009).

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE☐ Check this box if you are applying for Pathway 1Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit X \$11,000 = Number of teachers who are teaching Education and Training courses, but not for dual credit X \$5,500 = Number of high schools with existing Education and Training courses in 2018-2019 X \$6,000 = Number of high schools without existing Education and Training courses in 2018-2019 X \$9,000 = **Total Request for Pathway 1** **PATHWAY TWO**☐ Check this box if you are applying for Pathway 2 **WITH** Pathway 1Number of candidates pursuing a teacher certification only X \$5,500 = Number of candidates pursuing both a bachelor's degree and a teacher certification X \$11,000 = Request for Pathway 2 Request for Pathway 1 **Total Combined Request for Pathways 1 & 2** **PATHWAY THREE**☒ Check this box if you are applying for Pathway 3Number of candidates participating in a year-long clinical teaching assignment X \$22,000 = Number of candidates participating in an intensive pre-training service program X \$5,500 = **Total Request for Pathway 3**

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Assistant Professor in Practice Salary and Fringe benefits	50000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Sub award agreement with LEA-SAISD	150000
Consultant - CTG	5700
Consultant - eCofP	5650
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Should match amount of Total Request from page 8 of this application

Indirect Costs **TOTAL AMOUNT REQUESTED**

Total Direct Costs plus Indirect Costs